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## ABSTRACT

The Roderick MacDougall Center for Case Development and Teaching at the Harvard Graduate School of Education develops and encourages the use of case materials in the training of educational leaders. The materials are designed primarily for use with those preparing to enter or currently working in K-12 educational institutions. This catalog contains an annotated listing of case materials recently developed and collected. Cases are listed on separate pages in alphabetical order by title. For each case, the catalog offers information about the author, and the length and setting of the cases. Each listing also provides a detailed summary of the content of the case and information about the cases' protagonists or key actors. The catalog classifies the cases with regard to broad disciplinary categories and topics that are significant. All cases carry at least one of the descriptors commonly used in educational and managerial literature including: community and local politics, curriculum and instruction, facilities and financial management, human resources management, organizational development, personnel and labor relations, and public policy and institutional strategy. (LL)

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# Harvard Graduate School of Education

## Catalog of K-12 Case Materials

### Roderick MacDougall Center for Case Development and Teaching

July 1993

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## ◆ INTRODUCTION

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The Roderick MacDougall Center for Case Development and Teaching at the Harvard Graduate School of Education seeks to develop and encourage the use of case materials in the training of educational leaders. The Center focuses primarily on the development of educational materials for use with those preparing to enter or currently working in K-12 educational institutions.

Within this general mission, the Center is actively engaged in a number of specific activities. These include

- *The development of teaching cases for use by higher education faculty and staff developers from Harvard and other educational institutions in the preparation of teachers and administrators. The materials are designed, developed and written by Associates and Faculty affiliated with the Center.*
- *The construction of an editorial system and a case library, in collaboration with other universities and professional organizations, that will include a categorization and indexing system.*
- *The creation of a formal dissemination system to make the case library of the Center widely available to higher education faculty and other interested educators.*
- *The provision of a comprehensive training program to assist individuals in the development of techniques of case instruction and case writing skills.*
- *The execution of a research agenda focusing on the use of cases in professional education. This work would consider cognitive as well as implementation issues with regard to case-based instruction.*

The Center actively encourages those interested in case-based instruction to collaborate in its efforts. Dr. Katherine K. Merseth is the Director of the Center and is a member of the faculty at the Harvard Graduate School of Education. The Center is located at 451 Gutman Library, Harvard Graduate School of Education, 6 Appian Way, Cambridge, MA 02138. Telephone: 617/496-3785. Fax: 617/496-3095.

## ◆ USING THIS CATALOGUE

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This catalogue contains an annotated listing of case materials recently developed and collected by the Harvard Graduate School of Education. These teaching cases focus on issues and concerns relevant to those preparing to enter or currently working in K-12 institutions. These materials were developed by Harvard Faculty and Associates affiliated with the MacDougall Center at Harvard University.

Cases are listed on separate pages in alphabetical order by title. For each case, the catalogue offers information about the author, the length and setting of the cases. Each case listing also provides a detailed summary of the content of the case and lists general disciplinary categories and topics that are significant to the case. Information is also provided about the protagonists or key actors in the cases.

Cases have different levels of availability. If the case has "restricted" availability, this means orders for the case may only be filled after receiving approval from the individual listed as responsible for distribution. These individuals may be contacted through the MacDougall Center. If a case is designated as "unrestricted," the materials may be ordered without further approval from the author or the distribution manager.

Please note that the cost of each case is on a per copy basis. MacDougall Center cases are protected by U. S. Copyright Laws. Unauthorized duplication of copyrighted material is a violation of federal law.

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## ◆ CATEGORIES/TOPICS

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This catalog classifies the cases with regard to broad disciplinary categories. All cases carry at least one of these descriptors commonly used in educational and managerial literatures. These include:

- Community and local politics
- Curriculum and instruction
- Facilities and financial management
- Human resource management
- Organizational development
- Personnel and labor relations
- Public policy and institutional strategy

In addition, this catalog offers topical descriptions as well as an annotation of the key protagonists for each case. Readers searching for material on a particular topic or from a certain perspective will find the Cross Reference Listing by category and topic of particular assistance.

## CATEGORIES:

### Community and local politics:

The Allen School  
Anchorage School District  
Augusta County -- Beech Mountain Institute  
The Case of Bernice Demovsky  
The Boston School Bus Drivers' Strike 1980  
The Boston Superintendent  
Caronia, Illinois School System  
Jefferson Elementary School  
The Northboro Teachers' Association  
On the Cutting Edge of Education Reform  
Tom Payzant: A Day in the Life of a Superintendent  
Sowell -- The Story of a Neighborhood School  
Who Goes?

### Curriculum and instruction:

Advanced Placement  
Building Blocks  
Caught in the Middle . . . ?  
Dante Alighieri High School  
The Donnelly School  
Don't Rock the Boat  
E Pluribus Unum  
Great Expectations  
Have You Done Your Best?  
Herr Faber's New Course  
It Ain't Fair  
The Case of Jack Buick  
Tom Johnson: The Oakton Debate Coach  
Lake Wobegon West High  
On the Cutting Edge of Education Reform  
The Teaching Project at Devotion School  
Trouble in Stat1B  
What Grade Should I Give?  
What to Teach  
Who Has a Problem Here?  
The Workshop

### Facilities and financial management:

Be Prepared  
Rash Decisions  
Who Goes?

### Human resource management:

Back to School  
Be Prepared  
Building Blocks  
Caught in the Middle . . . ?  
Dante Alighieri Middle School  
E Pluribus Unum  
Friends  
It Ain't Fair  
Loss of Excellence: A Case Study  
Tom Payzant: A Day in the Life of a Superintendent  
Primrose High School  
The Prince and the Principal  
The Teaching Project at Devotion School  
To Stay or Not to Stay -- Is That the Question?  
What to Teach  
Who Goes?

### Organizational development:

An Apple for the Teacher  
Augusta County -- Beech Mountain Institute  
Dante Alighieri High School  
The Donnelly School  
Friends  
Lake Wobegon West High  
Primrose High School  
The Prince and the Principal  
Sowell -- The Story of a Neighborhood School  
The Teaching Project at Devotion School

### Personnel and labor relations:

Anchorage School District  
The Case of Bernice Demovsky  
Boston Public Library  
The Boston School Bus Drivers' Strike 1980  
Caronia, Illinois School System  
Devon School System  
Dudley-Charlton Regional School District  
The Case of Edna Wiley  
Glen Burnie Teachers Association  
The Case of Jack Buick  
Marquette School Committee  
The Northboro Teachers Association  
Port Jefferson School District  
Robert Belcherman  
Urbana School District  
Waukesha School System

### Public policy and institutional strategy:

The Boston Superintendency  
The Case of Bernice Demovsky  
Sowell -- The Story of a Neighborhood School  
Waukesha School System

## TOPICS:

Affirmative action  
The Case of Bernice Demovsky

AIDS  
Waukesha School System

Arts  
Lake Wobegon West High

Assessment  
Don't Rock the Boat  
Dudley-Charlton Regional School District  
Lake Wobegon West High  
On the Cutting Edge of Education Reform

At-risk students  
Great Expectations  
It Ain't Fair!  
What Grade Should I Give?

Beginning teachers  
Advanced Placement  
Great Expectations  
It Ain't Fair!

Collective bargaining  
Dudley-Charlton Regional School District  
Devon School System  
The Northboro Teachers Association  
Waukesha School System  
The Case of Edna Wiley

Collegiality  
Building Blocks  
E Pluribus Unum  
Friends  
Great Expectations  
Jefferson Elementary School  
Primrose High School  
The Prince and the Principal  
Rash Decisions  
The Teaching Project at Devotion School  
What to Teach  
Who Has a Problem Here?

Communication  
Augusta County -- Beech Mountain Institute  
Back to School  
The Boston Superintendency  
The Donnelly School  
E Pluribus Unum  
Friends  
Jefferson Elementary School  
Lake Wobegon West High  
Loss of Excellence: A Case Study  
The Prince and the Principal  
Rash Decisions  
To Stay or Not To Stay -- Is That the Question?  
What to Teach

Confidentiality  
Anchorage School District

Cooperative learning  
It Ain't Fair!

Crisis management  
Anchorage School District  
Be Prepared  
Boston School Bus Drivers' Strike 1980  
Caronia, Illinois School System

Entry  
The Boston Superintendency

Equity  
Caught in the Middle  
Dante Alighieri High School  
The Case of Bernice Demovsky  
Don't Rock the Boat  
Glen Burnie Teachers Association  
Sowell -- The Story of a Neighborhood School

Teacher evaluation  
Marquette School Committee  
The Case of Edna Wiley

Expectations  
Have You Done Your Best?  
Herr Faber's New Course  
Tom Johnson: The Oakton Debate Coach  
Loss of Excellence: A Case Study  
Primrose High School

Governance  
The Allen School  
Augusta County -- Beech Mountain Institute  
Tom Payzant: A Day in the Life of a Superintendent  
Sowell -- The Story of a Neighborhood School

Grading  
Don't Rock the Boat  
Lake Wobegon West High  
What Grade Should I Give?

Higher education  
Herr Faber's New Course  
Trouble in Stat1B

Induction  
It Ain't Fair!  
To Stay or Not to Stay -- Is That the Question?

Internships  
Back to School  
To Stay or Not to Stay -- Is That the Question?

Interpersonal relations  
The Case of Jack Buick  
Building Blocks  
Tom Johnson: The Oakton Debate Coach

Isolation  
Loss of Excellence: A Case Study

Job classification  
Boston Public Library

Language arts  
It Ain't Fair!



# TOPICS: (cont.)

## Legal advice

Anchorage School District  
Boston School Bus Drivers' Strike 1980  
Caronia, Illinois School System  
Devon School System  
Glen Burnie Teachers Association  
Marquette School Committee  
Port Jefferson School District  
The Case of Edna Wiley

## Mathematics

Building Blocks  
Have You Done Your Best?  
Trouble in Stat1B  
What to Teach  
Who Has a Problem Here?  
The Workshop

## Media

Caronia, Illinois School System  
Middle management  
Dante Alighieri High School  
Don't Rock the Boat

## Partnerships

The Case of Bernice Demovsky

## Program evaluation

The Allen School

## Race

Caught in the Middle . . . ?  
Sowell -- The Story of a Neighborhood School

## Reading/Language Arts

E Pluribus Unum  
It Ain't Fair!

## Safety

Boston School Bus Drivers' Strike 1980  
Rash Decisions

## School organization

Dante Alighieri High School  
It Ain't Fair!  
Rash Decisions

The Teaching Project at Devotion School

## School reform

An Apple for the Teacher  
The Allen School  
Augusta County -- Beech Mountain Institute  
Dante Alighieri High School  
On the Cutting Edge of Education Reform  
Tom Payzant: A Day in the Life of a Superintendent

## Seniority and R.I.F.

The Case of Jack Buick  
Boston Public Library  
Devon School System

Glen Burnie Teachers Association  
The Northboro Teachers Association  
Urbana School District

## Sexual abuse

Anchorage School District  
Tom Johnson: The Oakton Debate Coach

## Site-based decision making

The Allen School  
An Apple for the Teacher  
Rash Decisions

## Staff development

Advanced Placement  
Building Blocks  
Caught in the Middle . . . ?  
The Donnelly School  
Friends

Jefferson Elementary School  
Loss of Excellence: A Case Study  
Marquette School Committee

## Primrose High School

Rash Decisions  
The Teaching Project at Devotion School  
What to Teach  
Who Has a Problem Here?  
The Workshop  
The Case of Edna Wiley

## Student relations

Herr Faber's New Course  
Tom Johnson: The Oakton Debate Coach  
Trouble in Stat1B

## Supervision

The Case of Jack Buick  
To Stay or Not To Stay -- Is That the Question?

## Teacher education

It Ain't Fair!

The Teaching Project at Devotion School  
To Stay or Not To Stay -- Is That the Question?

## Tracking

Advanced Placement  
Dante Alighieri High School

## Union

Boston School Bus Drivers Strike 1980  
The Northboro Teachers Association  
Urbana School District

## Urban education

Advanced Placement  
Great Expectations

## Vandalism

Be Prepared

## Workplace issues

Port Jefferson School District  
Rash Decisions  
Waukesha School System  
Who Goes?

**Case Name:** Advanced Placement

**Category:**  
Curriculum and instruction

**Authorship:**  
Katherine K. Merseth  
Harvard Graduate School of Education

**Topics:**  
Tracking  
Urban education  
Beginning teachers  
Staff development

**Distribution Information:**  
Katherine K. Merseth

**Protagonist:**  
teacher

**Availability:** Unrestricted

**Length:** 2 pp.

**Cost:** Individual: \$5.00/copy  
Academic: \$2.00/copy

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**Setting:** Inner city high school in Miami

**Description:**

A teacher who has taught for four years briefly describes his experiences creating an Advanced Placement Program and working with lower level students in an inner city high school in Miami. He also shared his growing disillusionment with teaching and stagnation and asks how he can "avoid becoming a burn-out statistic."

**Case Name:** The Allen School

**Category:**  
Community and local politics

**Authorship:**  
Dan Lortie  
University of Chicago

**Topics:**  
School reform  
Program evaluation  
Governance  
Site-based decision making

**Distribution Information:**  
Lee Bolman  
University of Missouri, Kansas City

**Protagonists:**  
principal  
parents

**Availability:** Restricted

**Length:** 6 pp.

**Cost:** Individual: \$5.00/copy  
Academic: \$2.00/copy

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**Setting:** Urban magnet elementary school

**Description:**

Trouble erupts for the new interim principal, Sandra Harris, of a well-regarded magnet K-6 school when two members of the newly constituted Local School Council (LSC) chastise her publicly at one of their first meetings. In developing a series of survey instruments to begin a complete school-wide evaluation, Harris had consulted her Professional Personnel Advisory Council (PPAC) before the LSC. Most of the other "new guard" members persist in reminding her that they are the governing body of the school, not the PPAC.

**Case Name:** Anchorage School District  
(A,B,C,)

**Categories:**  
Personnel and labor relations  
Community and local politics

**Authorship:**  
Richard Fossey and Katherine Merseth  
Harvard Graduate School of Education

**Topics:**  
Sexual abuse  
Confidentiality  
Legal advice  
Crisis management

**Distribution Information:**  
Katherine K. Merseth

**Protagonists:**  
superintendent  
parents  
central office staff  
legal counsel

**Availability:** Unrestricted

**Length:** A: 14 pp.; B: 7 pp.; C: 6 pp.

**Cost:** Individual: \$5.00/copy  
Academic: \$2.00/copy

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**Setting:** Large school district in Alaska

**Description:**

A: A relatively new and so far very successful superintendent of a large school district in Alaska considers the recommendations of his Director of Personnel for addressing a high school teacher who allegedly has had sexual relations with three of his female students in the past year. The recommendations flow from a late August negotiation with lawyers from both sides and allow the teacher to resign immediately with substantial early retirement and severance benefits. Despite his relief that the matter might be so discretely settled for all involved, the superintendent wonders if the cost might be too high on several levels.

B: The teacher agrees to early retirement; the school year begins quietly. However, in an "abundance of caution," the district lawyer recommends that a district representative and the school principal report the allegations to the Department of Family and Youth Services. After a police investigator interviews the school principal, police come with search warrants to the administrative offices of the school and of the district to conduct "massive searches" for evidence of a "drugs for sex" operation at the school. Stunned and "in the dark" about the reasons for such intense police activity, administrators can only watch as police remove confidential records and files. Soon the newspapers report the police action and eventually, the allegations against the teacher and details of the retirement settlement. Under attack, the superintendent faces a new dilemma: should he recommend to the School Board that the district sue the police department for their "outrageous" activity?

C: At first, the school district receives solid public support for their suit against the police. The tide soon changes, however, despite evidence that the initial investigating police officer had lied in order to gain search warrants and despite judicial rulings that the district's interpretation of the law about reporting had been correct. Within 12 months of initial allegations against the teacher, the public had turned against the district, the name of one of the young women had been made public, and one million dollars in legal fees had been expended.

July 1993

**Case Name:** An Apple for the Teacher  
(A,B)

**Category:**  
Organizational development

**Authorship:**  
Katherine K. Merseth & Jeffrey Young  
Harvard Graduate School of Education

**Topics:**  
Site-based management  
School reform

**Distribution Information:**  
Katherine K. Merseth

**Protagonists:**  
superintendent  
principal  
site-based council members

**Availability:** Unrestricted

**Length:** A: 5 pp.; B: 1 p.

**Cost:** Individual: \$5.00/copy  
Academic: \$2.00/copy

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**Setting:** Middle school in affluent midwestern suburb

**Description:**

A: Superintendent Paula James runs a fairly homogeneous school district of 7,000 students which enjoys the continuing support of the community and school board despite declining enrollment and revenues. In June, at the request of the school board, James and her Administrative Council start exploring school-based management (SBM), an innovation about which she is enthusiastic and which is compatible with her own management style. After being urged to start SBM slowly, the Council agrees that in the first year, schools will implement SBM in the areas of personnel, staff development, and expenditures of the school equipment funds.

Mark Meisel, principal of West Middle School, is a strong supporter of school-based management. After successfully tackling some personnel and professional development issues, his school's site council decides to buy some computers with the school's equipment funds. Meisel points out that the district's computer coordinator has recommended that the entire K-12 system use Macintosh computers and that other schools were already moving in that direction. But the teachers express a strong preference for the more familiar Apple IIe computers, and the council votes 8-3 to buy them. Meisel abstains.

Eric Hodges, the district's computer coordinator, confronts James with West Middle School's order for Apple IIe computers. He angrily challenges James to do the "right thing."

B: James calls Meisel to discuss his school's order of Apple IIe computers. James points out the benefits of buying MacIntoshes and questions the teachers' ability to change with the times. Meisel answers that the council gave the issue careful consideration before voting for the Apples, then asks James if she expects him to reverse their decision.

July 1993

**Case Name:** Augusta County--Beech  
Mountain Institute

**Categories:**  
Community and local politics  
Organizational development

**Authorship:**  
Sean Reardon  
Harvard Graduate School of Education

**Topics:**  
School reform  
Communication  
Governance

**Distribution Information:**  
Katherine K. Merseth

**Protagonists:**  
superintendent  
community organizers

**Availability:** Unrestricted

**Length:** 33 pp.

**Cost:** Individual: \$5.00/copy  
Academic: \$2.00/copy

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**Setting:** Rural county in West Virginia

**Description:**

Augusta County comprises two mountain valleys. Residents of the much less populated North Fork have resisted attempts to consolidate the county's schools, which would leave the North Fork Valley without its own high school. Superintendent Alan Canonico's plan for school reform includes both curricular and organizational changes, including forming one consolidated high school in the South Fork Valley; the county school board, with a majority of North Fork residents, approves only the curricular portions of his plan in December 1991.

Daniel and Jennifer Taylor-Ide co-founded the Beech Mountain Institute, a nonprofit outdoor educational organization in the county. Being outsiders, they are looked upon warily by many residents. They have been talking with people in the county about school reform. Jennifer disseminates her ideas (some similar to Canonico's, but different regarding consolidation) in a pamphlet that she gives to school board president Walter Wood and others; Daniel mentions some of these ideas in meetings with the governor and the chairperson of the state senate education committee.

A school board meeting is held a few days after the pamphlet comes out in mid-January to discuss its ideas; they are met with hostility from Canonico, school board members, and the many residents who are at the meeting. People variously express mistrust of the ideas, of the ways they were--and weren't--shared with school officials and others, and of the methods and intentions of the Taylor-Ide. Jennifer, who apologizes that she only wanted to contribute to the ongoing educational discussion and never meant the ideas to be seen as a "plan" for change, formally withdraws the pamphlet from consideration.

July 1993

**Case Name:** Back to School

**Category:**  
Human resource management

**Authorship:**  
Anonymous  
Harvard Graduate School of Education

**Topics:**  
Internships  
Communication

**Distribution Information:**  
Roland S. Barth

**Protagonists:**  
graduate intern  
department chair

**Availability:** Unrestricted

**Length:** 2 pp.

**Cost:** Individual: \$5.00/copy  
Academic: \$2.00/copy

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**Setting:** Public high school

**Description:**

Paul Perkins is a first year graduate student seeking an internship in administration and supervision. Having taught social studies for seven years, he has firm notions about what makes for a "good" or "bad" administrator, and he has trouble finding a "good" one with whom to intern. He decides to work with a Social Studies Department Chair, but his first day at her school does not go well as no one pays much attention to him. Upon reflection, he gets angry and ponders what he should do to make the internship work.

July 1993

**Case Name:** Be Prepared

**Categories:**

Human resource management  
Facilities

**Authorship:**

Charles Christensen  
Harvard Graduate School of Education

**Topics:**

Vandalism  
Crisis management

**Distribution Information:**

Roland S. Barth

**Protagonists:**

principal  
superintendent

**Availability:** Unrestricted

**Length:** 2 pp.

**Cost:** Individual: \$5.00/copy

Academic: \$2.00/copy

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**Setting:** Public junior high school

**Description:**

Principal John Talbott arrives a little later than usual on a snowy Monday morning to find that the entire building of Junior High School East has been vandalized over the weekend. Talbott is sickened at the damage and spray-painted messages on the walls of a school known for its good facilities, good teachers, good students, and good spirit. Within five minutes, the Superintendent appears just long enough to communicate that she does not want school to be canceled. Talbott shakes himself into action, asking, "Where should I begin?"

July 1993



**Case Name:** The Boston School Bus  
Drivers' Strike 1980 (A,B,C)

**Categories:**  
Personnel and labor relations  
Community and local politics

**Authorship:**  
Daniel Gerard and David Kuechle  
Harvard Graduate School of Education

**Topics:**  
Safety  
Legal advice  
Crisis management  
Union

**Distribution Information:**  
David Kuechle

**Protagonists:**  
school committee  
union representatives

**Availability:** Unrestricted

**Length:** A: 28 pp.; B: 5 pp.; C: 2 pp.

**Cost:** Individual: \$5.00/copy  
Academic: \$2.00/copy

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**Setting:** Boston Public School District

**Description:**

**A:** The companies contracted by the Boston Public Schools during the '70s to transport students had long, contentious, strike-ridden labor-management histories. In July of 1980, the School Committee contract with one company for the transportation of students. Because this company has a three-year, "no-strike" labor contract in place, the Committee and superintendent hope for three years of peace and non-involvement in labor negotiations. This hope is short lived, however, as questionable hiring and safety practices and resentments over delayed grievances ignite the already short fuses of drivers, who see the company as union-busting. Despite the inability of the International union to support the local union if it chose to violate its 'no-strike' contract, the bus drivers strike on October 9th. As the days pass, more and more pressure is brought to bear on the School Committee to get involved, since it has the right to terminate its contract if the company cannot deliver its services for longer than fifteen days.

**B:** While the injunction against the strike is still pending, the School Committee breaks its silence and recommends that the bus company rehire the 19 union leaders it fired, but it refuses. On October 29th, the court issues a preliminary injunction, but the local continues to strike as violence escalates and a contempt fine is imposed on the union.

**C:** The School Committee votes on October 31st not to exercise its right to cancel the bus company's contract if it would agree to certain conditions. Both the company and the union now have pressure on them to reach a negotiated settlement and do so by November 2nd, despite mixed reactions from the different parties.

July 1993

**Case Name:** Boston Public Library

**Category:**  
Personnel and labor relations

**Authorship:**  
David Kuechle  
Harvard Graduate School of Education

**Topics:**  
Job classification  
Seniority and R.I.F.

**Distribution Information:**  
David Kuechle

**Protagonists:**  
city librarian  
supervisor

**Availability:** Unrestricted

**Length:** 15 pp.

**Cost:** Individual: \$5.00/copy  
Academic: \$2.00/copy

-----  
**Setting:** Boston Public Library System

**Description:**

In response to severe budget cuts, Bart McCoy, a children's librarian at Boston's Orient Heights branch, is transferred to the East Boston branch where he is sole librarian and must now supervise the whole Orient Heights branch as well, which has been reclassified as a reading room. He receives no promotion or raise and files a grievance to raise the job's salary rating from P1 to P2. There is some question regarding whether he is filling a vacancy for an existing job, which was rated P2, or whether he is stepping into a new job, created after the existing collective bargaining agreement, whose salary rating is at the discretion of the library system.

McCoy's immediate supervisor, Sylvia Melendez, isn't sure how to handle McCoy's grievance. She believes the East Boston job was formerly rated too high, and if McCoy prevails in his grievance, the job will carry the inflated P2 rating, and he will probably lose the position as well, not being senior enough to qualify for a P2 job. Melendez doesn't want that to happen, as McCoy is an excellent librarian.

July 1993

**Case Name:** It Ain't Fair!

**Categories:**

Curriculum and instruction  
Human resource management

**Authorship:**

Katherine K. Merseth  
Harvard Graduate School of Education

**Topics:**

Cooperative learning  
School organization  
At-risk students  
Induction  
Teacher education  
Reading/Language Arts  
Beginning teachers

**Distribution Information:**

Katherine K. Merseth

**Protagonists:**

first year teacher  
tenth grade students

**Availability:** Unrestricted

**Length:** 5 pp.

**Cost:** Individual: \$5.00/copy  
Academic: \$2.00/copy

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**Setting:** Large Urban High School Classroom

**Description:**

First-year teacher Laurie Cabot had been working hard during the first two months of school to motivate her racially and ethnically diverse sophomore English students, but nothing seemed to work very well. Her 14 departmental colleagues in this large urban school were all much older than she and seemingly too busy to help her out. After Thanksgiving, she decided that she had to try something different -- Cooperative Team Learning -- despite the discouraging remarks of her department head when she mentioned the idea to him in passing. She retrieved her notes from graduate school on cooperative learning and plunged ahead, assigning a week's worth of group work on Catcher in the Rye.

Cabot is stunned when a fight breaks out Friday afternoon in one of the cooperative learning groups. She had put the groups together to increase understanding among diverse types of students. Instead, a student whom Cabot had most hoped would be challenged in the group storms out of the classroom.

July 1993

**Case Name:** The Boston Superintendency  
(A,B)

**Categories:**  
Community and local politics  
Public policy and instructional strategy

**Authorship:**  
Susan Moore Johnson  
Harvard Graduate School of Education

**Topics:**  
Entry  
Communication

**Distribution Information:**  
Susan Moore Johnson

**Protagonists:**  
superintendent  
school committee

**Availability:** Unrestricted

**Length:** A: 6 pp.; B: 3 pp.

**Cost:** Individual: \$5.00/copy  
Academic: \$2.00/copy

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**Setting:** Boston Public School District

**Description:**

A: In August, 1985, 49-year-old African American Laval S. Wilson arrived in Boston to assume the superintendency of a school district troubled by racial strife, a militant teachers' union, and an unwieldy 13-member school committee. His predecessor, Robert R. Spillane, had made some important progress in his four-year tenure. He had instituted School Based Management and the School Improvement Program, informed the public by publishing comparative data about the schools, regained control of the budget and personnel policies of the district, and regained the confidence of the Boston business community. Spillane had not, however, convinced Judge Arthur Garrity to withdraw from the federal desegregation suit and return the schools to local control, nor had he established a good working relationship with the new 13-member school committee.

The search leading up to Wilson's appointment had been marked by wrangling over the selection process and concerns about the race of the candidates. With Wilson's appointment, Judge Garrity solved one of his problems by withdrawing from the desegregation case. As Wilson began his tenure, however, he still faced the many and formidable tasks of relating to the School Committee, the City Council, and the district's entrenched white bureaucracy.

B: Wilson confronted many issues during his first year of tenure (1985-1986): a bus drivers' strike, school consolidations and closings, and low test scores, which brought him into conflict with both the School Committee, the Mayor, and the general public, yet he emerged relatively positively. As he went into his second year with mixed reviews and a record of advances on educational issues, he faced the threat of a teachers' strike and the unwillingness of the School Committee to back him in dismissing a veteran teacher judged to be incompetent.

July 1993

**Case Name:** The Case of Jack Buick

**Categories:**

Curriculum and instruction  
Personnel and labor relations

**Authorship:**

Katherine K. Merseth  
Harvard Graduate School of Education

**Topics:**

Seniority  
Interpersonal Relations  
Supervision

**Distribution Information:**

Katherine K. Merseth

**Protagonists:**

principal  
teacher  
curriculum coordinator

**Availability:** Unrestricted

**Length:** 10 pp.

**Cost:** Individual: \$5.00/copy

Academic: \$2.00/copy

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**Setting:** Suburban school district

**Description:**

Katrina Quinn, in her first year as mathematics curriculum coordinator for the Hudson Public Schools, is reallocating teachers and resources to provide smaller classes next year for the below average mathematics students. As part of her job, she has observed and evaluated all the mathematics teachers; she believes that Jack Buick, a veteran teacher who has always been given the top calculus classes, doesn't teach the lower students well. He reacted so rudely to Quinn's observation of him and to the possibility that a female colleague would take over one of the calculus classes next year that he earned a written reprimand from his principal and the director of personnel.

Buick coaches the school's interscholastic Mathematics League team and has won many regional and state competitions. The principal, Sam Gregory, appreciates the positive publicity the team has garnered for the school and as a result has overlooked Buick's shortcomings as a teacher and ignored parents' complaints about him.

Quinn, working on next year's teaching schedule, wonders whether to allow the status quo to continue, to work with Buick to improve his teaching of average and lower achieving students, or to take away his treasured calculus classes and his coaching position, knowing that it may provoke another outburst for which he could be fired.

**Case Name:** Building Blocks

**Categories:**

Human Resource Management  
Curriculum and instruction

**Authorship:**

Katherine K. Merseth  
Harvard Graduate School of Education

**Topics:**

Staff development  
Collegiality  
Mathematics  
Interpersonal relations

**Distribution Information:**

Katherine K. Merseth

**Protagonists:**

bilingual teacher  
other staff members

**Availability:** Unrestricted

**Length:** 3 pp.

**Cost:** Individual: \$5.00/copy  
Academic: \$2.00/copy

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**Setting:** Elementary school

**Description:**

Mr. Stratos, a bilingual teacher active in a math project that encourages manipulative and computer use in K-5 classrooms, is asked to help two teachers integrate the use of some new materials into their teaching. He works mostly with the younger teacher, Ms. Ryan, who doesn't know about base ten blocks but is very interested and eager to try them out. The veteran teacher, Mrs. Light, believes in the primacy of learning basic facts and is dubious about the current popularity of things such as problem solving and geometry. Since she seems familiar with the blocks, Mr. Stratos believes she can start using them on her own. He is bewildered when Ms. Ryan tells him that despite all their preparation, her first lessons didn't go well. He looks forward to hearing a success story from Mrs. Light.

July 1993

**Case Name:** Caronia, Illinois School System  
(A,B)

**Categories:**  
Personnel and labor relations  
Community and local politics

**Authorship:**  
David Kuechle  
Harvard Graduate School of Education

**Topics:**  
Media  
Legal advice  
Crisis management

**Distribution Information:**  
David Kuechle

**Protagonists:**  
superintendent  
mayor  
school board  
union

**Availability:** Unrestricted

**Length:** A: 12 pp.; B: 4 pp.

**Cost:** Individual: \$5.00/copy  
Academic: \$2.00/copy

.....  
**Setting:** Municipality and public school system

**Description:**

A: Diane Bradley, the mayor of a city of 250,000 near Chicago, faces a September dilemma when school bus drivers strike in support of a fellow driver who had been fired the week before. The media had carried the full story of the driver arrested in Chicago upon selling drugs to an undercover policeman. The driver had been indicted by a grand jury on two drug counts and set free on bail. After being dismissed by the private bus company who had contracted with the school system to transport students to and from school, he filed grievance. Now that the bus drivers are striking to support his reinstatement pending his late November trial, city workers are threatening to walk out in sympathy. Such action would cripple the city.

Recent history complicates what might seem a simple labor dispute between a private company and its employees' union. A year and a half ago, her predecessor in the mayor's office had intervened in the negotiations over a bus drivers' and city workers' strike which had paralyzed the city. He resolved the crisis, but it had cost him re-election, since both the union and the school system resented his interference and the public viewed the settlement costs as being too high. Bradley had won her office largely because of strong opposition to her predecessor's involvement in the strike, but now all eyes turn to see if and how she would act in the crisis.

B: The media from Chicago and several surrounding communities descends, and before meeting with reporters, Mayor Bradley gathers the city counselor, the superintendent, the School Committee chair, and the president of the Teamsters Union to brief herself on all the underlying factors which gave rise to the dispute. Feelings intensify as the hearsay shared at the meeting fuels the union representative's sense that the dismissed driver is being condemned without due process. As she heads into a press conference, Bradley senses that major disruption is imminent, and that all will want to know what she as mayor intends to do about it.

July 1993

**Case Name:** Caught in the Middle . . . ?

**Categories:**

Human resource management  
Curriculum and instruction

**Authorship:**

Elizabeth A. Johnson  
Harvard Graduate School of Education

**Topics:**

Equity  
Race  
Staff development

**Distribution Information:**

Roland S. Barth

**Protagonists:**

magnet school facilitator  
fifth grade teacher  
students

**Availability:** Unrestricted

**Length:** 4 pp.

**Cost:** Individual: \$5.00/copy  
Academic: \$2.00/copy

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**Setting:** Urban magnet elementary school

**Description:**

In her new role as magnet school facilitator for a newly integrated urban elementary school, a former reading resource teacher becomes increasingly concerned about Bob, a new fifth grade teacher. Although he was amicable and professional, he ran a very tight ship in his classroom, made his female peers uncomfortable with his comments on male/female roles, and racially segregated his students through his seating plan and his assignments to reading groups -- every minority student in his class was placed in the "bottom" level. When a new student from Nigeria arrives in January and is placed in Bob's remedial reading group despite her evident proficiency in reading and speaking English, the magnet school facilitator must figure out what action to take.

July 1993



**Case Name:** Dante Alighieri High School  
(A,B,C)

**Categories:**  
Curriculum and instruction  
Organizational development  
Human resource management

**Authorship:**  
Katherine K. Merseth  
Harvard Graduate School of Education

**Topics:**  
Equity  
Tracking  
School reform  
Middle management  
School organization

**Distribution Information:**  
Katherine K. Merseth

**Protagonists:**  
house master  
parent  
students  
teachers

**Availability:** Unrestricted

**Length:** A: 15 pp.; B: 2 pp.; C: 1 p.

**Cost:** Individual: \$5.00/copy  
Academic: \$2.00/copy

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**Setting:** Large urban public high school

**Description:**

**A:** As part of a restructuring effort at a large urban public high school with a diverse constituency, administrators are trying to redefine the structures of the five "houses" within it. Although actual enrollment figures showed only a slight disparity in their racial makeup, two of the houses are perceived as more competitive academically and more White and Asian, whereas House C is perceived as the "reject house" and predominantly Black. Interested in changing this perception, the administrator of House C, Carlos Arriaga, proposes a new name for House C -- Success House -- and a new vision. Like the Concerned Black Staff at Dante, Arriaga is worried about tracking and its detrimental effects on the achievement of minority students. As a result he proposes heterogeneous groupings in all classes (including math and science), team teaching, cooperative learning, and mutual caring and encouragement so that each student would be empowered to achieve.

Some teachers, especially in math, resisted the whole idea of heterogeneous groupings, and communicated this to students in their classes. One African-American student from Success House, already disgruntled at not getting her first or second choice of houses in the "controlled choice" lottery system of the district, agrees with her Algebra I teacher's oft-voiced negative assessment of Success House's policy. One frustrating afternoon she "blows up" in Language Arts class, calling her teacher a racist for placing her in a work group with partners who are "stupid" and "dummies."

**B:** The Language Arts teacher holds a meeting with parent of the African American student and the student. Her purpose is to help them see the advantages of a de-tracking system.

**C:** The parent organizes other parents to oppose the school's move toward de-tracking.

July 1993

**Case Name:** The Case of Bernice Demovsky  
(A,B)

**Categories:**  
Personnel and labor relations  
Public policy and institutional strategy  
Community and local politics

**Authorship:**  
David Kuechle  
Harvard Graduate School of Education

**Topics:**  
Equity  
Affirmative action  
Partnerships

**Distribution Information:**  
David Kuechle

**Protagonist:**  
museum director  
artist/teacher

**Availability:** Unrestricted

**Length:** A: 12 pp.; B: 3 pp.

**Cost:** Individual: \$5.00/copy  
Academic: \$2.00/copy

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**Setting:** Public school district and museum partnership

**Description:**

A: Bernice Demovsky, a talented artist, teacher, and art history scholar, had an outstanding work record during her first three years with the Mt. Hope Museum of Fine Arts. Because of her success in working with students in public schools during that time, she was given a two-year full-time appointment in 1989 to the Denver Public School System to teach art and art history. After this "loan," she would be eligible for consideration as a full curator at the museum.

Demovsky had long been interested in women's rights, had researched the weakness of both the City of Denver and its school system in implementing the Civil Rights Act of 1964, and became a more and more outspoken advocate for affirmative action, stirring up a great deal of trouble. At the end of her first full-time year in the public school system, many principals objected to her use of class time to advocate for rights rather than to teach art, and requested that she be reassigned. After Demovsky agreed with her employer, the Museum Director, not to use class time for advocacy purposes, she began her second year in the system complying, but soon went back on this agreement. The Museum Director sought advice from his attorney, who indicated that it might be risky to take action against this articulate, dedicated woman.

B: The Museum Director met with Demovsky in the presence of his personnel manager and angrily discharged her from her employment at the museum for betraying his trust and not doing the job for which she had been hired. Demovsky reacts swiftly, organizing the museum workers to unionize, getting the teachers union to file a grievance on her behalf, bringing charges against the museum and school system jointly before the Equal Employment Opportunity Commission and filing a court suit alleging violation of her constitutional rights.

July 1993

**Case Name:** Devon School System

**Category:**  
Personnel and labor relations

**Authorship:**  
Charlotte Harris and David Kuechle  
Harvard Graduate School of Education

**Topics:**  
Seniority and R.I.F.  
Legal advice  
Collective bargaining

**Distribution Information:**  
David Kuechle

**Protagonists:**  
superintendent  
union leader

**Availability:** Unrestricted

**Length:** 33 pp.

**Cost:** Individual: \$5.00/copy  
Academic: \$2.00/copy

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**Setting:** Small suburban K-8 school district

**Description:**

The contract between the Devon Teachers' Association and the Devon School Committee was scheduled to expire August 31, 1979. Negotiations for a new contract began in October, 1978. By March, 1979, both bargaining teams recognized that neither would yield on substantive areas of disagreement, so they agreed to submit their differences to mediation. Three protracted mediation sessions produced tentative agreement on peripheral issues, but several issues, including the one of most intense concern -- reduction in force -- remained unresolved.

The union then petitioned for the services of a mediator-arbitrator to resolve the impasse, but this process, too, broke down, as both sides withdrew their final offer on August 17, and the teachers association notified the superintendent and School Committee that they intended to strike when the contract expired on August 31st.

**Case Name:** The Donnelly School

**Categories:**

Curriculum and instruction  
Organizational development

**Authorship:**

Dick Best  
Harvard Graduate School of Education

**Topics:**

Staff development  
Communication

**Distribution Information:**

Roland S. Barth

**Protagonists:**

special education teacher  
principal

**Availability:** Unrestricted

**Length:** 2 pp.

**Cost:** Individual: \$5.00/copy

Academic: \$2.00/copy

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**Setting:** Suburban public high school

**Description:**

Joe Sabor, a Learning Center teacher, becomes increasingly convinced that skills education needs to be integrated into the whole curriculum of the high school to be effective. He enlists the help of some other teachers and the assistant principal (but not the principal) to run a workshop at the November inservice for the entire faculty. The workshop goes well; afterward the principal writes a note of appreciation to the planning committee. In February, the principal takes the initiative to place a follow-up session on skills effectiveness on the agenda for an early March inservice day, assuming that Sabor's committee would facilitate the discussion. Until informed otherwise the day before the inservice, Sabor assumed that the principal would be handling the discussion. As a result, Sabor's second presentation is not as well prepared as the first had been, some teachers react negatively, the day ends unsatisfactorily, and Sabor is left feeling frustrated and unsupported and wondering how to carry his agenda forward among his peers.

July 1993

**Case Name:** The Case of Patrick Donovan  
(A,B)

**Category:**  
Personnel and labor relations

**Authorship:**  
David Kuechle  
Harvard Graduate School of Education

**Topic:**  
Legal advice  
Union

**Distribution Information:**  
David Kuechle

**Protagonists:**  
plumber  
supervisor

**Availability:** Unrestricted

**Length:** A: 4 pp.; B: 2 pp.

**Cost:** Individual: \$5.00/copy  
Academic: \$2.00/copy

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**Setting:** Connecticut Public Works Department and the Connecticut State Employees Association

**Description:**

A: Patrick Donovan has been a plumber with the Connecticut Public Works Department for almost 20 years. When an assignment that Donovan is given goes untended overnight, his supervisor goes looking for him. The supervisor finds Donovan asleep in a storage room.

Donovan states that he has a terrible hangover but didn't want to miss work, so was trying to sleep it off. That evening, he receives a hand-delivered message informing him of his indefinite suspension pending possible dismissal.

Although admitting he's in the wrong, Bellchermerman files a grievance for fear that the company will fire him, even though he has a relatively unblemished work record. After the grievance is denied, the union mistakenly fails to file an appeal. The union's chief steward tells the general manager that union workers will probably protest the company's refusal to accept Bellchermerman's late appeal by a work-to-rule strike or a general stoppage.

**Case Name:** Don't Rock the Boat

**Category:**  
Curriculum and instruction

**Authorship:**  
Patricia Lopez  
Harvard Graduate School of Education

**Topics:**  
Assessment  
Equity  
Middle management  
Grading

**Distribution Information:**  
Roland S. Barth

**Protagonist:**  
principal  
central office

**Availability:** Unrestricted

**Length:** 4 pp.

**Cost:** Individual: \$5.00/copy  
Academic: \$2.00/copy

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**Setting:** Districtwide elementary principals' meeting

**Description:**

As Margarita Muniz, Principal of the Rafael Hernandez School, drives back to her school's low-income neighborhood, she thinks about the heated discussion at the elementary principals' meeting she just attended at the district office. The central office administrator had announced that as part of the new promotional policy adopted by the school district, the district is planning to issue a mandate on grade ceiling for children achieving below their grade level. The seven principals in attendance had a range of reactions. Muniz wonders how she can strategize to prevent the grade ceiling from being mandated. She knows that such a policy would be detrimental to the self-confidence and academic progress of hard-working, but still low-achieving students in her school.

July 1993

**Case Name:** Dudley-Charlton Regional  
School District

**Category:**  
Personnel and labor relations

**Authorship:**  
David Kuechle  
Harvard Graduate School of Education

**Topics:**  
Collective bargaining  
Assessment

**Distribution Information:**  
David Kuechle

**Protagonists:**  
superintendent  
school committee chair  
union leader

**Availability:** Unrestricted

**Length:** 13 pp.

**Cost:** Individual: \$5.00/copy  
Academic: \$2.00/copy

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**Setting:** Regional school district

**Description:**

A superintendent and School Committee need to deal at their next Board meeting with a grievance which had been vigorously pursued by the Teachers' Association through the first three steps of the grievance procedure. The grievance requested pay for time spent by third and sixth grade teachers in scoring basic skill tests given to students for the purpose of identifying those needing special instructional assistance in reading, writing, and mathematics. The superintendent and School Committee chair are far more concerned about the future implications of the grievance than the \$900 they would need to pay teachers to settle. They weigh whether this grievance on testing, which would be sure to go to arbitration if denied, provided the School Committee with an opening to get started early on negotiations for the teachers' contract which would expire the following June.

July 1993

**Case Name:** E Pluribus Unum

**Categories:**

Human resource management  
Curriculum and instruction

**Authorship:**

Anonymous  
Harvard Graduate School of Education

**Topics:**

Communication  
Reading  
Collegiality

**Distribution Information:**

Roland S. Barth

**Protagonists:**

teacher  
principal

**Availability:** Unrestricted

**Length:** 1 p.

**Cost:** Individual: \$5.00/copy  
Academic: \$2.00/copy

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**Setting:** Public elementary school

**Description:**

Pat Pedagogue is in her fourth year of teaching fifth grade at the Unity k-8 elementary school. Since she was experiencing some dissatisfaction with the mandated basal reading series, she has been introducing an individualized reading program which she now uses regularly, alongside the basal series. Children and parents are pleased; some parents talk to another fifth grade teacher, asking her to introduce Pedagogue's approach in her classroom. Incensed, that teacher complains to the principal, but not to Pedagogue. When Pedagogue approaches the principal in December with the request to drop the basal series altogether in order to put her efforts into the individualized program, she is surprised at the principal's response: "I'm very troubled by the situation in which you have placed us, Miss Pedagogue."

July 1993



**Case Name:** Friends

**Categories:**

Human resource management  
Organizational development

**Authorship:**

Katherine K. Merseeth  
Harvard Graduate School of Education

**Topics:**

Communication  
Collegiality  
Staff development

**Distribution Information:**

Katherine K. Merseeth

**Protagonists:**

teacher  
staff developer

**Availability:** Unrestricted

**Length:** 2 pp.

Cost: Individual: \$5.00/copy  
Academic: \$2.00/copy

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**Setting:** Claremont elementary school

**Description:**

The narrator calls her old friend and colleague Susan, with whom she used to develop lesson plans and from whom she has grown apart since her transfer to another school five years ago. The narrator is about to visit the Claremont to observe classes and share what she has learned in the EMAM project. When she observes Susan, she is surprised that Susan is uncharacteristically stiff and nervous and seems ill-prepared to teach with the computers. The narrator thinks their friendship should have made Susan feel comfortable; Susan seems to think just the opposite.

July 1993

**Case Name:** Glen Burnie Teachers  
Association (A,B)

**Category:**  
Personnel and labor relations

**Authorship:**  
David Kuechle  
Harvard Graduate School of Education

**Topics:**  
Seniority and R.I.F.  
Equity  
Legal advise

**Distribution Information:**  
David Kuechle

**Protagonists:**  
school attorney  
superintendent  
school committee

**Availability:** Unrestricted

**Length:** A: 15 pp.; B: 6 pp.

**Cost:** Individual: \$5.00/copy  
Academic: \$2.00/copy

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**Setting:** Public school district

**Description:**

**A:** The attorney for the Maryland Teachers Association needs to figure out whether or not to recommend that the Glen Burnie Association file a grievance objecting to the action of the Superintendent in the placement of three newly tenured white male teachers in three newly created special education positions. Although no one has been "hurt" by these appointments, the Teachers Association sees a principle being violated. If they do not object to the school committee's creating new departments and corresponding new seniority lists in this local instance, all of its efforts to protect seniority and to preserve minority balance in the teachers' ranks in the district will go for naught.

**B:** A formal grievance is filed and goes to arbitration. The arbitrator's two findings set the stage for negotiations: the school committee had not violated the collective bargaining agreement in creating the new departments, but did violate the agreement in unilaterally creating separate seniority lists for these departments and in assigning three newly tenured teachers to those lists.

July 1993

**Case Name:** Great Expectations (A,B,C)

**Category:**  
Curriculum and instruction

**Authorship:**  
Katherine K. Merseth  
Harvard Graduate School of Education

**Topics:**  
Urban education  
Collegiality  
Beginning teachers  
At-risk students

**Distribution Information:**  
Katherine K. Merseth

**Protagonists:**  
Beginning teachers  
Teacher educator

**Availability:** Unrestricted

**Length:** A: 3 pp.; B: 4 pp.; C: 2 pp.

**Cost:** Individual: \$5.00/copy  
Academic: \$2.00/copy

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**Setting:** Computer network for beginning teachers

**Description:**

**A:** A first-year biology teacher participating in an electronic computer network designed to support new teachers describes a number of problems that he faces in his urban setting. He discusses a particular student in his biology class who has recently entered the school. The beginning teacher is unsure about what to do with this new student who may not be literate in his native language and who does not speak English.

**B:** Four beginning teachers offer their advice to the dilemma posed in the A case.

**C:** An experienced teacher and teacher educator comments on the exchange among the beginning teachers.

The materials for these cases are actual messages from the Harvard Beginning Teacher Computer Network and additionally offer an opportunity to examine the content and form of computer network messages.

**Case Name:** Have Your Done Your Best?

**Category:**  
Curriculum and instruction

**Authorship:**  
Paul Hamilton  
Harvard Graduate School of Education

**Topics:**  
Mathematics  
Expectations

**Distribution Information:**  
Katherine K. Merseth

**Protagonist:**  
teacher

**Availability:** Unrestricted

**Length:** 2 pp.

**Cost:** Individual: \$5.00/copy  
Academic: \$2.00/copy

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**Setting:** High school mathematics classroom

**Description:**

This character sketch describes Miss Evelyn Forbes, a mathematics teacher of solid geometry. She worked hard to help her students understand and be able to derive theorems, not just memorize them. She was prepared and orderly and always expected students to do their best. She infected her class with the enthusiasm for mathematics that she felt herself.

This is not a case, but rather an essay about an inspirational teacher.

July 1993

**Case Name:** Herr Faber's New Course  
(A,B,C)

**Category:**  
Curriculum and instruction

**Authorship:**  
Abby J. Hansen  
Harvard Business School

**Topics:**  
Higher education  
Expectations  
Student relations

**Distribution Information:**  
C. Roland Christensen

**Protagonists:**  
College professor  
student

**Availability:** Unrestricted

**Length:** A: 9 pp.; B: 1 p.; C: 3 pp.

**Cost:** Individual: \$5.00/copy  
Academic: \$2.00/copy

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**Setting:** Private college in suburban Illinois

**Description:**

A: Professor Walter Faber works hard to design a new course meant for advanced German students. Going against his better judgement, he allows Elaine Rogers to enroll even though her German is terrible (her English isn't fluent because of her schooling Spanish) and she hasn't done well in other German courses; she insists that she is strongly interested in the course and will study hard.

After the first few weeks, Faber is disappointed with the students' grasp of the materials and spends hours redesigning the rest of the course in response to students' suggestions. However, the transfer of one of the best students and Elaine's unembarrassedly poor performance on the occasional days that she shows up casts a pall over the classes for both Faber and the students.

When Elaine tells Faber she is getting what she wants out of the course and won't drop it, he insists that she will have to meet the course requirements--class attendance, papers turned in on time--to get credit. She promises to turn in overdue work the next class period, but she doesn't come. Faber sends her a note threatening to file an "Instructor's Drop" if she doesn't drop the course herself.

B: Elaine storms into Faber's office and pleads with him not to make her drop the course. She again promises to do all her work, and extra.

C: Faber gives Elaine one more change; she finally gives him a pile of papers, barely literate, just before final grades are due. Faber passes her, reflects on his disheartening and difficult semester, and vows never to waive prerequisite standards again.

July 1993

41)

**Case Name:** It Ain't Fair!

**Categories:**

Curriculum and instruction  
Human resource management

**Authorship:**

Katherine K. Merseth  
Harvard Graduate School of Education

**Topics:**

Cooperative learning  
School organization  
At-risk students  
Induction  
Teacher education  
Reading/Language Arts  
Beginning teachers

**Distribution Information:**

Katherine K. Merseth

**Protagonists:**

first year teacher  
tenth grade students

**Availability:** Unrestricted

**Length:** 5 pp.

**Cost:** Individual: \$5.00/copy  
Academic: \$2.00/copy

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**Setting:** Large Urban High School Classroom

**Description:**

First-year teacher Laurie Cabot had been working hard during the first two months of school to motivate her racially and ethnically diverse sophomore English students, but nothing seemed to work very well. Her 14 departmental colleagues in this large urban school were all much older than she and seemingly too busy to help her out. After Thanksgiving, she decided that she had to try something different -- Cooperative Team Learning -- despite the discouraging remarks of her department head when she mentioned the idea to him in passing. She retrieved her notes from graduate school on cooperative learning and plunged ahead, assigning a week's worth of group work on Catcher in the Rye.

Cabot is stunned when a fight breaks out Friday afternoon in one of the cooperative learning groups. She had put the groups together to increase understanding among diverse types of students. Instead, a student whom Cabot had most hoped would be challenged in the group storms out of the classroom.

July 1993

**Case Name:** Jefferson Elementary School  
(A,B)

**Category:**  
Community and local politics

**Authorship:**  
Dan Lortie  
University of Chicago

**Topics:**  
Staff development  
Collegiality  
Communication

**Distribution Information:**  
Lee Bolman  
University of Missouri, Kansas City

**Protagonists:**  
parents  
principal

**Availability:** Restricted

**Length:** A: 4 pp.; B: 3 pp.

**Cost:** Individual: \$5.00/copy  
Academic: \$2.00/copy

-----  
**Setting:** Urban public elementary school

**Description:**

**A:** Carmen Florez replaces Alicia Suarez as principal at Jefferson and begins to change the staff and parent relations from guarded and isolated to open and engaged. Florez knows that some teachers and parents think she only got the job because she is Hispanic. She acts persuasively, however, soon overcoming others' fears. She takes teachers' concerns seriously and acts on them, encourages interaction among them, and, after her first year, publicly confronts an unduly influential community activist on her faculty to the satisfaction of the other teachers.

**B:** As parents get more involved in the school, they strategize with Florez to lease a Board-owned building a few blocks from Jefferson to house the primary grades and alleviate the severe over-crowding. Jealousy arises, however, among both faculty and parents, since the second facility is newer and more attractive and better funded than the main building. The likelihood that the two sites will be divided into two schools appears likely, but both sites want Florez as principal. Another source of conflict arises as new programs develop as a result of Florez's strong leadership. Coordinating them and their management sets two groups at odds: the Parent Planning Board and the Local School Council

July 1993

**Case Name:** Tom Johnson: The Oakton  
Debate Coach

**Category:**  
Curriculum and instruction

**Authorship:**  
Philip Condon  
Harvard Graduate School of Education

**Topics:**  
Student relations  
Interpersonal relations  
Expectations  
Sexual abuse

**Distribution Information:**  
Katherine K. Merseth

**Protagonists:**  
debate coach  
teacher  
student

**Availability:** Unrestricted

**Length:** 3 pp.

**Cost:** Individual: \$5.00/copy  
Academic: \$2.00/copy

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**Setting:** Exclusive private high school in St. Louis

**Description:**

A high school history teacher has been teaching at his alma mater for three years. While most of the faculty and students consider him to be a fine teacher, a few find him to be condescending. He holds up high standards in class and in debate activities which he coaches. He displays enthusiasm and humor and is available to students when they need him. One reason he can do this is that he is single.

A senior has qualified for the second year for the National Forensic League tournament. Although she has four years experience in various speech events and much native talent, she comes to practice half prepared. The coach does not press her to compete this year, as much as he did last year.

One day after school, an English teacher tells the debate coach that the student says she doesn't want to go to nationals because the debate coach is in love with her. The coach is at first shocked and then enraged. He begins to run all the possible reasons for the student's accusation through his mind and try to think of what to do next.

July 1993



**Case Name:** Lake Wobegon West High  
(A,B,C)

**Categories:**  
Curriculum and instruction  
Organizational development

**Authorship:**  
Edward Miller  
Harvard Graduate School of Education

**Topics:**  
Assessment  
Communication  
Arts  
Grading

**Distribution Information:**  
Katherine K. Merseth

**Protagonists:**  
principal  
teachers

**Availability:** Unrestricted

**Length:** A: 11 pp.; B: 3 pp.; C: 1 p.

**Cost:** Individual: \$5.00/copy  
Academic: \$2.00/copy

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**Setting:** Comprehensive suburban public high school

**Description:**

**A:** George Larson, the principal of Lake Wobegon West High School, is disturbed by the inordinate number of A's and B's that are awarded in the fine and performing arts classes and doesn't know what to do about it.

Larson is a hands-off administrator, defending his teachers' autonomy and differing teaching and grading philosophies. This management style has won him both loyal supporters and detractors. He knows that his good-natured debates and gentle prodding of some of the arts teachers have had no impact on their generous grading. The disparity among teachers' grading policies has resulted in inequities in class standings, which are calculated by a cumulative weighted average of students' grades and are very important to both the students and their parents. The arts courses are given the same weight as high-powered academic courses. Larson also worries that the students are not being challenged to do their best.

**B:** Larson meets with the three arts teachers who have been giving over 85% of their students A's or B's. He tells them that their grading practices are unfair; students who take many mathematics and science courses must work harder to attain the same class rank as students who take many arts courses. The teachers counter that they grade students, many of whom have no experience in the arts, on their progress, not their products; that they want to foster students' self-confidence and willingness to take risks. One teacher concedes that perhaps they need a schoolwide policy on the meaning of grades, but that Larson shouldn't tell the arts teachers to grade harder.

**C:** After his meeting with the arts teachers, Larson decides not to broach the subject of grading at the department heads meeting as he had planned. He notes after second term that the number of A's in two classes have increased, while those in the third's have decreased.

Later one teacher confides in another that he has given twice as many C's as in first term because of their meeting with Larson. He feels bad about it, thinks Larson shouldn't have asked that they change their grading practices, and declares he's going to revert to his usual system of grading next term.

*July 1993*

**Case Name:** Loss of Excellence: A Case Study

**Category:**  
Human resource management

**Authorship:**  
Anonymous  
Harvard Graduate School of Education

**Topics:**  
Isolation  
Expectations  
Communication  
Staff development

**Distribution Information:**  
Roland S. Barth

**Protagonists:**  
principal  
teachers  
parents

**Availability:** Unrestricted

**Length:** 5 pp.

**Cost:** Individual: \$5.00/copy  
Academic: \$2.00/copy

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**Setting:** Urban public middle school

**Description:**

The Lannon School is known for its eclectic styles of teaching, its racial and ethnic diversity, and the demand for high academic performance by its sometimes aggressive and entitled parents. Five years ago, 2/3 of the Lannon teachers were riffed by more senior teachers as a result of a tax limitation measure. As these senior teachers came to Lannon, some with excitement and others with wariness, feelings of separateness and discomfort began to pervade the faculty. The chairperson of the hiring committee, also a parent at Lannon, discovers that three excellent teachers are planning to leave; she asks them why and is dismayed at their responses.

July 1993

**Case Name:** Marquette School Committee  
(A,B)

**Category:**  
Personnel and labor relations

**Authorship:**  
David Kuechle  
Harvard Graduate School of Education

**Topics:**  
Teacher evaluation  
Staff development  
Legal advice

**Distribution Information:**  
David Kuechle

**Protagonists:**  
superintendent  
teacher

**Availability:** Unrestricted

**Length:** A: 13 pp.; B: 12 pp.

**Cost:** Individual: \$5.00/copy  
Academic: \$2.00/copy

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**Setting:** Public school district

**Description:**

A: Superintendent Richard L'Allier gathers the background facts regarding a grievance in Step 3 (next it would go to arbitration) regarding the evaluation of a history teacher, William Kiessling, whose teaching contract was not renewed for the 1978-1979 school year. The Principal at Riverside had placed seven unsatisfactory ratings in Kiessling's file for irregular attendance, unsatisfactory teaching, and no action to improve during the course of his third year as a permanent, non-tenured teacher. The reasons for denying Kiessling's grievance during the first two steps of the grievance procedure seemed very clear to L'Allier, and he feels quite confident that if it went to arbitration, the ruling would be in the district's favor as well.

B: Superintendent Richard L'Allier gathers the background facts regarding a grievance in Step 3 (next it would go to arbitration) regarding a teacher, Jacqueline Powell, who was removed from sick leave after the Chief Accountant of the District judged such payment to be improper. Powell had requested of her Principal and was granted maternity leave commencing January 2. She had also requested and was told by an Assistant District Principal that she was granted the use of her accumulated sick leave days (48) from November 3 - January 2. With the issue of the first sick leave paycheck on November 17, the Accountant checked for precedents and finding only one (also judged improper), ordered that no more sick leave payments be made to Powell, who subsequently filed the grievance. The Superintendent realizes that the resolution of this grievance could have far-reaching impact, both legally and monetarily.

July 1993

**Case Name:** The Northboro Teachers  
Association (A,B,C)

**Categories:**  
Personnel and labor relations  
Community and local politics

**Authorship:**  
Susan M. Johnson & Richard Fossey  
Harvard Graduate School of Education

**Topics:**  
Seniority and R.I.F.  
Collective bargaining  
Union

**Distribution Information:**  
Katherine K. Merseth

**Protagonists:**  
superintendent  
school committee

**Availability:** Unrestricted

**Length:** A: 32 pp.; B: 27 pp.; C: 3 pp.

**Cost:** Individual: \$5.00/copy  
Academic: \$2.00/copy

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**Setting:** Public school district

**Description:**

**A:** In Northboro, the Massachusetts Miracle had turned into a nightmare by the end of the 1980s. Superintendent Boetscher had been in office since 1985, successfully gaining financial support to improve the quality of the teaching staff. When conservative fiscal forces and state cutbacks precipitated the likelihood of "reductions in force," the stakes were raised considerably for the negotiation of the teachers' contract that would expire on August 31st, 1989. Teachers wanted seniority to be the sole factor in determining the order of staff layoffs; the School Board wanted competence. At the end of a tension-filled two-week extension into the school year of the existing contract, a compromise was seemingly negotiated. Much to Boetscher's surprise, the negotiations broke down within minutes, with the School Board adding a last minute provision and the teachers charging "bad faith."

**B:** The teachers vote to strike and begin to picket the schools. When they refuse to move away from the entrances, 111 of them are arrested in an emotional scene with students objecting before full media coverage. As the exhausted Boetscher tries to hire substitutes and keep the schools operating, things go from bad to worse. The strike is determined illegal and teachers are jailed and/or fined for contempt of court amidst community outrage. Just when a new settlement is in sight, the School Board passes a motion to reject it and to authorize Boetscher to dismiss all the striking teachers.

**C:** In the hardest speech of his career, Boetscher tells the School Board that he will not dismiss the teachers, nor will he resign. If the School Board see his stance as insubordination, they could dismiss him. Full of admiration for his courage, the School Board reconsiders and agrees to the latest proposal. The Teachers Association, too, agrees to it, and education goes forward in Northboro.

July 1993

**Case Name:** On the Cutting Edge of  
Education Reform

**Categories:**  
Curriculum and Instruction  
Community and local politics

**Authorship:**  
Michele M. Pahl  
Harvard Graduate School of Education

**Topics:**  
Assessment  
School reform

**Distribution Information:**  
Katherine K. Merseth

**Protagonists:**  
principal  
teachers  
parents

**Availability:** Unrestricted

**Length:** 5 pp.

**Cost:** Individual: \$5.00/copy  
Academic: \$2.00/copy

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**Setting:** Upper middle class school district near Boston

**Description:**

Susan Gleason, long interested in educational reform, is looking forward to her new principalship at Weatherfield's Lawton school (grades 2-5). Parents and teachers profess support for curricular and instructional change, but the support is unfocused.

In working with her faculty, Gleason continually hears of their dissatisfaction with the district's assessment program. Gleason wins cautious support from the superintendent to cut back on standardized achievement testing and to experiment with a portfolio assessment program.

As they implement new assessment strategies, Lawton's teachers see the need for improved alignment among the curriculum, assessment, and reporting of students' progress. Gleason encourages them to experiment with the existing report card and with the format for parent-teacher conferences.

During November conferences, Gleason is confronted by a dissatisfied parent, who complains that she no longer knows how her daughter is doing compared with other children. She questions whether there is any evidence that this new assessment works; and fears that it will harm her daughter's SAT performance and college prospects. Gleason's attempts to assure her of the superiority of portfolio assessment doesn't placate the parent, who vows to bring the matter up at the next PTO meeting and asks that her daughter be given a standardized reading test "to set my mind at ease."

**Case Name:** Tom Payzant: A Day in the  
Life of a Superintendent

**Categories:**  
Human resource management  
Community and local politics

**Authorship:**  
Jerome T. Murphy  
Harvard Graduate School of Education

**Topics:**  
Governance  
School reform

**Distribution Information:**  
Jerome T. Murphy

**Protagonists:**  
superintendent

**Availability:** Unrestricted

**Length:** Video: 20-30 minutes; Case: 21 pp.

**Cost:** Individual: \$5.00/copy  
Academic: \$2.00/copy  
Video: call for price

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**Setting:** A day in the life of an urban superintendent

**Description:**

**Video:** Payzant recounts a typical day in his life as superintendent, offering a glimpse into the personal side of leadership. An interview with Jerry Murphy at the end of the day is included.

**Written Case:** Payzant talks about the Superintendency and his management style. A series of quotes about his style from people who work for him are presented. The case offers a comparison between self-perception and the perception of others and some wise advice to those who aspire to the superintendency.

July 1993

**Case Name:** Port Jefferson School District

**Category:**  
Personnel and labor relations

**Authorship:**  
David Kuechle  
Harvard Graduate School of Education

**Topics:**  
Legal advice  
Workplace issues

**Distribution Information:**  
David Kuechle

**Protagonist:**  
superintendent

**Availability:** Unrestricted

**Length:** 12 pp.

**Cost:** Individual: \$5.00/copy  
Academic: \$2.00/copy

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**Setting:** Public school district

**Description:**

A Superintendent faces the first stage of a grievance which could get pressed to arbitration: a teacher has requested a day off in compensation for accumulating 6 periods of preparation time lost when covering classes of absent teachers. This accumulation, however, extended over two academic years (January - December). The contract wording implies the accumulation must occur within one academic year.

The Superintendent faces the following dilemma. In the face of fiscal constraints, administrators had been engaging in substitute practices during the past few years which teachers could perceive as oppressive; not to grant the day off to the teacher could build ill will with the Teachers Association. However, the attorney for the School Board is recommending that the day off not be granted, since the intent of the contract clearly indicates within-year compensation only; a precedent would be set.

**Case Name:** Primrose High School

**Categories:**

Organizational development  
Human resource management

**Authorship:**

Bruce Hall and Shierry Nichol森  
Harvard Graduate School of Education

**Topics:**

Collegiality  
Expectations  
Staff development

**Distribution Information:**

Roland S. Barth

**Protagonists:**

principal  
department chairs

**Availability:** Unrestricted

**Length:** 2 pp.

**Cost:** Individual: \$5.00/copy  
Academic: \$2.00/copy

.....  
**Setting:** Suburban public high school

**Description:**

To the outside observer, Primrose High School looked idyllic. The school systems sought out the very best educators, built a model high school plant, and created one of the highest pay scales for teachers anywhere. As new principal William Budd gets to know the high school from the inside, however, he finds the picture far from ideal. Privileged students value a transcript that looks good above learning; minority students are isolated from others and experience discomfort with Primrose's competitive environment. Teachers are independent and isolated and wish to stay that way; they seldom share ideas or methodologies. There is little support for Budd in the building; the heads of two departments and the assistant principal all applied for his job.

July 1993



**Case Name:** The Prince and the Principal  
(A,B,C)

**Categories:**  
Organizational development  
Human resource management

**Authorship:**  
Dan Lortie  
University of Chicago

**Topics:**  
Collegiality  
Communication

**Distribution Information:**  
Lee Bolman  
University of Missouri, Kansas City

**Protagonists:**  
principal  
teacher

**Availability:** Restricted

**Length:** A: 7 pp.; B: 4 pp.; C: 2 pp.

**Cost:** Individual: \$5.00/copy  
Academic: \$2.00/copy

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**Setting:** Urban elementary school

**Description:**

A: Betty Tyler begins her term as principal in the middle of the year, with an Assistant Principal who wanted her job and was determined to sabotage her leadership at every turn. In her observation, the Florence School has an unclear curriculum, outdated and poorly used materials, students with no hope, and a staff with low expectations for students and largely resistant to change. After a year of vigorous but friendly efforts to improve the school environment and to engage faculty in improving learning, Tyler finds only seven or eight teachers with whom she can work and an "old guard" that is literally harassing her. A district supervisor gives her the following advice: Read Machiavelli's The Prince and then mobilize your seven or eight good teachers.

B: Over the December break, Tyler persuades seven teachers to join her "Team." The Team meets to speak about power and strategies for seizing and holding it at Florence. They know that they will need to be more together, better organized and sneakier than the "enemy" they face, but they return to school after New Year's determined to build a new coalition of parents and teachers to support them and to win the "war." One of the "Team" disables the TV in the Parent Room as his first subversive activity.

C: By June, the "Team" has mobilized parent support and successfully challenged the power bases of obstructionist teachers. However, the faculty remains sharply divided and morale low into the following school year, until the district superintendent gives several staff members an ultimatum either to transfer, cooperate, or face disciplinary proceedings. All choose to transfer. Tyler and her "Team" can now begin to build.

July 1993

**Case Name:** Rash Decisions (A,B,C)

**Category:**

Facilities and financial management

**Authorship:**

Edward Barnwell, Sean Reardon  
Harvard Graduate School of Education

**Topics:**

Safety  
Communication  
Collegiality  
Workplace issues

**Distribution Information:**

Katherine K. Merseth

**Protagonists:**

principal  
teachers  
parents

**Availability:** Unrestricted

**Length:** A: 13 pp.; B: 10 pp.; C: 3 pp.

**Cost:** Individual: \$5.00/copy

Academic: \$2.00/copy

.....  
**Setting:** K-3 school in Augusta, Maine

**Description:**

**A:** After a thunderstorm flood part of Reynolds Elementary School during a summer reroofing project, teachers and students complain of hives, rashes, and respiratory ailments, mostly undocumented by doctors. Despite tests conducted by the state's Department of Public Health (MDPH) at the request of principal Bill Eberly, the cause remains mysterious. The school is repeatedly cleaned, but symptoms persist two months into the school year. Teachers and principals increase pressure on Eberly to do something.

**B:** Eberly decides to relocate the five affected classrooms to other parts of Reynolds and to a neighboring school. Volunteers who clean the materials and furniture to be moved deluge him with reports of hives and itching. Eberly wonders what to do: If the rooms are contaminated, the whole school should be closed until the problem is resolved. If the symptoms are stress-induced, as the MDPH says is possible, there's no need to move anyone, although halting the move might cause more stress.

**C:** Eberly and the crisis management team decide they cannot risk teacher and student health and recommend that Reynolds be closed. The students are relocated to other sites for 40 days while the school is thoroughly cleaned.

July 1993

**Case Name:** Sowell -- The Story of a  
Neighborhood School (A,B)

**Categories:**  
Organizational development  
Public Policy and institutional strategy  
Community and local politics

**Authorship:**  
Dan Lortie  
University of Chicago

**Topics:**  
Race  
Equity  
Governance

**Distribution Information:**  
Lee Bolman  
University of Missouri, Kansas City

**Protagonists:**  
community leaders  
school committee

**Availability:** Restricted

**Length:** A: 13 pp.; B: 3 pp.

Cost: Individual: \$5.00/copy  
Academic: \$2.00/copy

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**Setting:** Urban public elementary school

**Description:**

A: After long delay, an urban school district builds a new school, Sowell Elementary, to service a recently developed middle class "interracial" community, who organize as "Friends of Sowell School." The community of nearby Rosa Parks Towers, a low-income, predominantly black, public housing development have long suffered inferior schools and organize to insure the inclusion of their children in the new "townhouse" school, with its quality programs and facilities and its merit-based choice of teachers. Both potential overcrowding and compliance with a court-ordered desegregation plan are at issue. An agreement is reached admitting children from the middle class community first for K-8, then Parks Towers' children, but only for Grades 3-8. The latter would attend the de facto segregated Sowell Branch school across from the Towers for K-2.

The organized Parks Towers community gains all the parent seats (6) on the Sowell Local School Council, outnumbering middle class community representatives (2). After nearly a year of bitter wrangling among Council members, the teacher representatives (2) and the principal, June Simmons, are frustrated in their attempts to get bylaws and a school improvement plan passed, and the Parks Towers representatives are threatening to sue the district to assure their children an equal education in grades K-2.

B: Just when School Council relations are improving after some training sessions, the District's new superintendent proposes sending all K-1 students within Sowell's boundaries to the Sowell Branch and all 2-8 students to the new facility. Calling this plan unacceptable, Simmons questions why the Board of Education does not eliminate the Branch altogether and erect portable classrooms at the new facility to make it possible for all children to attend a school with a quality environment for learning.

July 1993

**Case Name:** The Teaching Project at  
Devotion School

**Categories:**  
Organizational development  
Curriculum and instruction  
Human resource management

**Authorship:**  
Katherine Boles & Susan M. Johnson  
Harvard Graduate School of Education

**Topics:**  
Teacher education  
Staff development  
School organization  
Collegiality

**Distribution Information:**  
Susan Moore Johnson

**Protagonists:**  
principal  
teachers

**Availability:** Restricted

**Length:** A: 12 pp.; B: 3 pp.

**Cost:** Individual: \$5.00/copy  
Academic: \$2.00/copy

-----  
**Setting:** Urban public elementary school

**Description:**

**A:** Gerald Kaplan, principal of the Devotion School for 17 years, regularly encourages teachers to develop new ideas and take leadership roles in the school. He prides himself of building community among a large, autonomous staff in this tri-racial elementary school known for its excellent teachers and programs. When two of his teachers come up with the idea of The Teaching Project, he actively supports it through encouragement, through relations with the central office, through the in-kind support of an aide, and through scheduling. Three classroom teachers and a half-time remediation specialist would work as a team to change dramatically the work of teachers while improving pre-service teacher education and mainstreaming special needs pupils more effectively into the regular classroom.

Largely through the initiative of the teachers, funding is obtained, university collaboration is set in place, and a researcher (one of the initiators turned graduate student) documents the progress of the group. The Teaching Project works hard but happily and successfully through its first year and begins to plan for expansion of the project in the second year. Kaplan begins to have some concerns -- about the use of the aide and about the growing isolation of the new team -- but remains supportive from the background.

**B:** The Teaching Project attracts nationwide publicity as it enters its second year. At the initiative of the researcher who is privy to Kaplan's discomfort, Kaplan and the teacher team meet and work out ways to communicate more effectively and to strengthen the university collaboration in the education of student teachers. Kaplan remains an advocate for the "wonderful idea" of the Teaching Project and urges its expansion. By the end of the second year, funding is assured to expand the project to 3 other elementary schools. Although Kaplan is jubilant, he still worries about the widening gap between the Project teachers and the rest of his faculty at Devotion.

July 1993

**Case Name:** To Stay or Not To Stay--Is  
That the Question? (A,B)

**Category:**  
Human resource management

**Authorship:**  
Peggy Mueller  
Harvard Graduate School of Education

**Topics:**  
Teacher education  
Supervision induction  
Communication  
Internships

**Distribution Information:**  
Katherine K. Merseth

**Protagonists:**  
student teacher  
cooperating practitioner/supervisor

**Availability:** Unrestricted

**Length:** A: 9 pp.; B: 3 pp.

**Cost:** Individual: \$5.00/copy  
Academic: \$2.00/copy

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**Setting:** Urban elementary bilingual magnet school

**Description:**

A: Annie Rowen is doing her student teaching through the City School Training Program (CSTP), which helps students from small towns or cities get teaching experience in an urban environment. Her CSTP supervisor, Karen Collier, is concerned that Annie will be unable to reach her goals of learning to teach effectively in an urban school through her current placement in a Chapter 1 classroom. Annie is obviously unhappy but insists on staying. Mrs. Bradford, her cooperating teacher, gives the children activities that consist largely of filling in dittoes, answering questions on the board, and copying information out of encyclopedias. She often changes Annie's lesson plans, which use activity-centered learning and thematic topics, at the last minute. Late in November, after Annie questions her decision to become a teacher, Karen wonders whether she could rightfully force her to change her placement.

B: After Annie tells Karen she wants to leave her placement, they both meet with Mrs. Bradford and the principal, explaining that Annie feels the need to work in a different kind of classroom. Karen emphasizes that the decision is no negative reflection on Mrs. Bradford or the school. Both Mrs. Bradford and the principal think that Annie is failing to recognize that the children are getting exactly what they need and what their parents want them to have.

July 1993

**Case Name:** Trouble in Stat1B (A,B,C,D)

**Category:**  
Curriculum and instruction

**Authorship:**  
Abby J. Hansen, Carolyn Briggs Style,  
C. Roland Christensen  
Harvard Business School

**Topics:**  
Mathematics  
Student relations  
Higher education

**Distribution Information:**  
Katherine K. Merseth

**Protagonists:**  
professor  
students

**Availability:** Unrestricted

**Length:** A: 7 pp.; B: 2 pp.; C: 1 p; D: 3 pp.

**Cost:** Individual: \$5.00/copy  
Academic: \$2.00/copy

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**Setting:** University graduate school of public policy

**Description:**

**A:** Professor Dan Shea takes over the second semester of a statistics course required of students in the Pre-Career Master's Program. Impressed by his observation of students' inability to apply their knowledge to real situations, he attempts to introduce problem-based discussion pedagogy into the course by adding nongraded Problems-of-the-Day to the regular course assignments. About six weeks into the semester, Shea asks the class how they might maximize certainty in mathematical models, and he writes on the board a suggested formula that, while not correct, is a reasonable place to start a discussion. Joan, an intelligent student, furiously calls out, "Wait a minute—is that right?"

**B:** Joan and about 2/3 of the other students object to Shea's methods, saying that they need to know the right answer and the right way to do regression analysis, that all Shea does is mislead them. They do not accept his argument that they can learn how to construct mathematical models only by making guesses and exploring and improving upon them, the way it is done in the real world.

**C:** Many of the 20 students who didn't speak out come to Shea later to say they understand and agree with his teaching methods. Still, he receives terrible teaching ratings from the class, and later in the year a petition against him is sent to the Dean.

**D:** Shea, now a tenured professor at another university, reflects on his experience with his Statistics 1B students. He realizes that the students were receiving mixed messages about what was expected of them and that his *telling* them to be risk-taking and experimental was useless. He now constructs an atmosphere in the classroom in which students can discover important knowledge for themselves.

July 1993

**Case Name:** Urbana School District (A,B,C)

**Category:**  
Personnel and labor relations

**Authorship:**

Ira Krinsky and David Kuechle  
Harvard Graduate School of Education

**Topics:**

Seniority and R.I.F.  
Union

**Distribution Information:**

David Kuechle

**Protagonists:**

superintendent  
school committee  
union members

**Availability:** Unrestricted

**Length:** A: 49 pp.; B: 10 p.; C: 4 pp.

**Cost:** Individual: \$5.00/copy  
Academic: \$2.00/copy

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**Setting:** Affluent suburban public school district

**Description:**

A: The school board and the teachers association in an urban community generally supportive of education commence contract negotiations very aware that negotiations are becoming more difficulty with each contract. The state of the economy, declining pupil enrollment, and nationwide diminution of public confidence in the quality of public education were contributing to the difficulties experienced at the bargaining table. But two recent arbitration cases, one won and one lost by each side figure to have important impact on the talks, likely to focus on personnel matters: the grievance procedure, dismissal of non-tenure teachers, time limits on the filing of grievances and leave provisions.

As the year goes forward, the school board becomes increasingly involved in hiring a new superintendent; the teachers association become increasingly concerned about a fair and equitable Reduction in Force policy. By mid-April, negotiations (the step-by-step points of which are carefully elaborated in this case) are at an impasse and arrangements made for a state-appointed mediator.

B: By mid-July, frustrations peak as the mediator cannot work the magic of a settlement.

C: By the end of August, after nine months of protracted, complex, and often exasperating contract negotiations, the two sides finally achieved a Memorandum of Agreement.

July 1993

**Case Name:** Waukesha School System

**Categories:**

Personnel and labor relations  
Public policy and institutional strategy

**Authorship:**

David Kuechle  
Harvard Graduate School of Education

**Topics:**

AIDS  
Collective bargaining  
Workplace issues

**Distribution Information:**

David Kuechle

**Protagonists:**

District office employee  
union members

**Availability:** Unrestricted

**Length:** 4 pp.

Cost: Individual: \$5.00/copy  
Academic: \$2.00/copy

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**Setting:** Public school district office

**Description:**

After a member of the district's financial management staff, Jeffrey Garrison, becomes ill with AIDS, the Waukesha School Committee votes unanimously to adopt a policy that would allow students and staff members with AIDS to attend or work in Waukesha schools as long as they were not likely to transmit the disease to other students or staff. Although union leaders cooperate in developing the policy, it is not included in any collective agreement involving the school system.

When Garrison returns to work after medical treatment, a member of the financial management staff and some custodial staff members refuse to work until Garrison is removed. These union members file grievances claiming that working conditions are unhealthy and in violation of the collective agreement.

July 1993



**Case Name:** What Grade Should I Give?

**Category:**

Curriculum and instruction

**Authorship:**

Anita Thornock  
Harvard Graduate School of Education

**Topics:**

Beginning teacher  
Assessment  
Grading

**Distribution Information:**

Katherine K. Merseth

**Protagonist:**

Beginning teacher

**Availability:** Unrestricted

**Length:** 2 pp.

**Cost:** Individual: \$5.00/copy  
Academic: \$2.00/copy

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**Setting:** a third grade classroom

**Description:**

A beginning teacher faces a dilemma with regard to one of her students. Although the student is considered a "low" student in ability, she is showing great improvement in attitude and effort. This teacher is particularly uncomfortable with the grading system because it does not give an complete picture of the student. While grades give an accurate picture of a student's scores on tests, homework, and class participation, they have nothing to say about attitude, study habits, or progress. The teacher has been able to boost the girl's enthusiasm by recognizing her in class, but feels pulled between her attempts to build self-esteem and the inaccurate picture that her grades will portray.

July 1993

**Case Name:** What to Teach

**Categories:**

Curriculum and instruction  
Human resource management

**Authorship:**

Geri Ajemian  
Harvard Graduate School of Education

**Topics:**

Mathematics  
Communication  
Staff development  
Collegiality

**Distribution Information:**

Roland S. Barth

**Protagonists:**

principal  
teachers

**Availability:** Unrestricted

**Length:** 4 pp.

**Cost:** Individual: \$5.00/copy

Academic: \$2.00/copy

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**Setting:** Upper middle class suburban

**Description:**

Arthur Gold, principal of a school in an exclusive suburb community of Seattle for its good college preparatory education, has been meeting with his faculty, parents, and central office staff in order to decide whether to adopt a new math curriculum, Developing Math Processes (DMP). When the study began, Gold and the teachers had been excited to share ideas, strategies, assumptions about grading, and age-level expectations in a concerted organized fashion. Now, however, the faculty is splitting between sticking with the tried and true or adopting a curriculum which stresses conceptual processes and which would require teacher change to implement. Gold needs to decide whether to press forward with a program likely to be very effective in the long term or to drop the idea altogether to avoid division in his faculty in the short term.

July 1993

**Case Name:** Who Goes?

**Categories:**

Facilities and financial management  
Human resource management  
Community and local politics

**Authorship:**

Ed Barnwell and Katherine K. Merseth  
Harvard Graduate School of Education

**Topics:**

Site-based decision making  
Staff development  
Workplace issues  
School organization

**Distribution Information:**

Katherine K. Merseth

**Protagonists:**

principal  
teachers  
parents

**Availability:** Unrestricted

**Length:** 8 pp.

**Cost:** Individual: \$5.00/copy

Academic: \$2.00/copy

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**Setting:** A neighborhood lower elementary school

**Description:**

Tom Andrews is the K-3 principal of Northam, a closely knit, well-regarded "neighborhood" school which for the last five years has housed a special-needs preschool program. The school is overcrowded; one group of students must be moved next year to McKenna, the "other" neighborhood elementary school, which has a reputation for being more like a "boot camp" than Northam. The preschool program and the third grade seem the most "moveable" groups; the preschool program because it is largely self-contained and draws special-needs children from around the district; the third grade because it could attach to McKenna's present grade 4-6 population.

During the first half of the current school year, Andrews has worked hard to create an open environment for all constituents to air their views about which group should be moved. Strong arguments have emerged on all sides. In January, Andrews sits down to write a letter to the parents and faculty, inviting one last round of discussion. In the letter, he articulates publicly for the first time his own position. The third grade should be moved; educationally, a grade 3 - 6 model makes sense, and physically, the facilities at McKenna are more appropriate for third graders than special-needs pre-schoolers.

Although technically, the school board will make the final call, Andrews' recommendation will be decisive in this small, familiar setting, where site-based management is the norm.

July 1993

**Case Name:** Who Has a Problem Here?

**Category:**  
Curriculum and instruction

**Authorship:**

Katherine K. Merseth  
Harvard Graduate School of Education

**Topics:**

Mathematics  
Staff development  
Collegiality

**Distribution Information:**

Katherine K. Merseth

**Protagonists:**

principal  
teacher  
project director

**Availability:** Unrestricted

**Length:** 3 pp.

**Cost:** Individual: \$5.00/copy  
Academic: \$2.00/copy

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**Setting:** Claremont, a diverse urban California town

**Description:**

In response to her principal's request, elementary teacher Mary Davis reluctantly agrees to participate in the MEAT mathematics education project that teaches her about using manipulatives and computers in mathematics lessons. She never feels entirely comfortable with the mathematics she learns, and she nervously anticipates the new school year, during which she must implement the new mathematics lessons and teach her colleagues about what she has learned.

Her new class is difficult, and some of the other teachers are skeptical about teaching mathematics in a different way; when Mary tells her principal of her trouble getting started with the new mathematics lessons, he is unsympathetic and pressures her to perform. Mary goes to the project director, Bill Clark, tells him she is completely overwhelmed, and suggests that perhaps she should quit the project. Bill wonders what to do to help Mary.

July 1993

**Case Name:** The Case of Edna Wiley  
(A,B,C)

**Category:**  
Personnel and labor relations

**Authorship:**  
Susan M. Johnson & David Kuechle  
Harvard Graduate School of Education

**Topics:**  
Staff development  
Teacher evaluation  
Legal advice  
Collective bargaining

**Distribution Information:**  
David Kuechle

**Protagonists:**  
principal  
district superintendent  
teacher

**Availability:** Unrestricted

**Length:** A: 20 pp.; B: 3 pp.; C: 2 pp.

**Cost:** Individual: \$5.00/copy  
Academic: \$2.00/copy

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**Setting:** Public junior high school

**Description:**

**A:** As a new principal in September of 1975, Jacqueline Selby faced several issues that promised to keep her busy: a new building opening and the implementation of a desegregation plan and Chapter 594 legislation for special needs children. Soon, however, a guidance counselor, Edna Wiley, begins to take increasing attention. Ms. Wiley had had a long history of irregular attendance, failure to keep records, and subsequent transfers in the system. Problems escalate and Selby begins to document Wiley's disruptive and counterproductive behavior especially with special needs students, and her "bizarre" and insubordinate behavior when confronted for failing to meet her responsibilities. One year later, Selby faces the dilemma of whether to go through the extensive and uncertain procedures for getting Wiley dismissed or to just get her transferred to another school.

**B:** Wiley is transferred to another school, but begins to repeat her pattern of late arrivals, frequent absences, and disruptive conduct when confronted. The District Superintendent is convinced there is enough documentation to warrant dismissal, however a technicality concerns him. Although Wiley had seen most of the written material documenting her insubordination, she had not signed these file materials, as required by a provision in the teachers' collective bargaining agreement.

**C:** A settlement is negotiated in which Edna Wiley will begin work at yet another school where she has never worked and be evaluated extensively on her performance. If her performance is unsatisfactory, this shall become the basis for possible disciplinary action.

**Case Name:** The Workshop

**Category:**  
Curriculum and Instruction

**Authorship:**  
Katherine K. Merseth  
Harvard Graduate School of Education

**Topics:**  
Staff development  
Mathematics

**Distribution Information:**  
Katherine K. Merseth

**Protagonists:**  
workshop consultant  
project director  
teachers  
principal

**Availability:** Unrestricted

**Length:** 2 pp.

**Cost:** Individual: \$5.00/copy  
Academic: \$2.00/copy

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**Setting:** Graham Elementary School

**Description:**

David, who has participated and developed excellent lessons in the MEAT mathematics project for 15 months, is asked by the project director to make a presentation about the project to the faculty at Graham Elementary School, a school that doesn't often participate in workshops or districtwide activities. The principal, Mrs. Adams, has heard about the project and wants to introduce her teachers to it. When David arrives at the mandatory meeting on a hot October day, he senses resentment and boredom from the teachers and no enthusiasm even from the principal. As he begins his presentation, they make fans out of the handouts he has prepared.